

Graduating a Child from Early Intervention Service Transition

Graduating a child prior to age three from early intervention services provided through the Infant Toddler Program should be a well-planned, collaborative activity involving families and professionals through the Individualized Family Service Plan (IFSP) process.

Prior to graduation, a re-evaluation of the child's abilities in all domains of development is required. This will accurately document the child's functional level prior to service termination.

Graduation Procedure

The following actions are required to graduate a child from the Infant Toddler Program:

1. The service provider, Service Coordinator, or family initiates communication with other team members regarding the child's progress and the possibility of a change in the child's eligibility status. The communication (verbal or written) should be appropriately documented.
2. A qualified service provider re-evaluates the child using valid/reliable assessment procedures/tools that address all domains of development. If appropriate, the same tool used to initially document need and eligibility can be used. The re-evaluation results and recommendations are appropriately documented.
3. Following re-evaluation, the Service Coordinator convenes a team meeting. The purpose of the meeting is to review the test results, discuss recommendations, discuss options, and provide resource information to the Family.

If an IFSP meeting is scheduled, an additional meeting is not required.

4. If services are to be discontinued, the Service Coordinator will provide the family appropriate prior written notice, and will assist the family in developing a plan to support the transition.

Options to explore with families might include, but are not limited to the following:

- Enrollment in developmental monitoring through Developmental Milestones.
 - Enrollment in a community setting for continuing developmental and learning opportunities (e.g., Head Start, community play groups, nursery schools, swimming, dance, child care setting, etc.).
 - Referral to a school district developmental screening activity.
5. Once parental consent to release information is obtained, the Service Coordinator ensures that the child's primary physician is notified regarding the recommendations of the meeting and termination of early intervention services.
 6. The Service Coordinator or multidisciplinary team will ensure that the child's exit from early intervention service(s) is accurately documented in the program's data system.

These procedures do not apply to children moving from the Infant Toddler Program into an Early Childhood Special Education Program (or other appropriate services at age three (3) through a formal transition process. Please see "Transition at Age Three" for details.